DOCUMENT RESUME

ED 038 688 CG 005 236

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TITLE A Preliminary Report of Expressed Values of Students.
INSTITUTION Drake Univ., Des Moines, Iowa. Coll. of Education.
PUB DATE Oct 69
NOTE 26p.

EDRS PRICE EDRS Price MF-$0.25 HC-$1.40
DESCRIPTORS Analytical Criticism, *Classification, *Evaluation Methods, Individual Characteristics, *Social Values, Students, *Test Construction, Testing Problems, Tests, *Values

ABSTRACT

Few ways have been developed for effectively recording and analyzing values held by individuals, groups, and schools. The investigator sought to devise a rapid, valid, and reliable way to record and classify values expressed by students and schools. She hoped to avoid weaknesses inherent in the customary paper and pencil tests with their limitations on pupils of low verbal skills and the possibilities that some pupils may fake on psychological tests and inventories. This research used compositions produced in normal classroom situations and utilized trained assistants to record and classify those values expressed. The values recorded on the Rubric for Expressed Values (REV) showed substantial correlation with values assessed on the Differential Values Inventory (DVI) developed by Prince in 1957; yet indications were present that the two instruments did indeed assess values structure somewhat differently. (Author)

A Preliminary Report of Expressed Values of Students[1]

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October, 1969

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1. Introduction

Tensions in society continue between two concerns: (1) preserving the values of the culture and (2) accomodating changes and technological advances of the present and the future. These continuing tensions challenge the schools to reexamine their basic philosophies and objectives in order to define their role in reflecting or shaping the values of society.

Society is concerned that schools hold values worthy of both the heritage and the challenges of a free and dynamic community. The schools and all society are concerned that the young consider and accept values worthy of youth in this free and dynamic community. With all the concern, there have been few ways developed for effectively recording and analyzing values held by individuals, groups, and schools. Researchers generally have depended upon paper and pencil tests administered in group testing situations. Immediate questions which arise are (1) Can all the students read the long and often complex tests? and (2) Do students respond to a test or inventory labeled Values as they truly believe, as they wish others to believe they believe, or as they think others want them to believe? This study addresses itself to these concerns.

The statement of the problem: The Study of Expressed Values has considered four problems in recording and analyzing values:

(1) The development and validation of a rubric for easily recording expressed values

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[1]This study has been supported by a grant from the Drake University Research Council.

(2) The identification of values expressed by students from fifth through twelfth grade classes in rural, suburban, and city schools

(3) The identification of values, implicit or explicit, held by these schools in their published Philosophy and Objectives, student handbooks, schedules, curriculum handbooks, policy statements, or other related publications

(4) The comparison of expressed or implied values of the students with those of their schools.

The first two of the four problems are being reported and discussed in this paper. The last two will be reported and discussed separately.

A definition: VALUES in this study are defined as those statements of preference or intent which seem to guide or govern the behavior of the individual or the policies of an institution.

II. A Review of the Literature Related to This Study

Numerous researchers, psychologists, philosophers, and educators have studied values in recent years. The studies related to this investigation generally fall into one of several principal categories: (1) component factors of value structures; (2) measurement of values in certain populations; (3) factors leading to value formation and development; and (4) techniques and designs for including value considerations in the classroom.

A. Component Factors of Values Structures

Edward Spranger (see Allport, 1960) identified principal components in his theoretical framework of the human value structure: the Practical, Aesthetic, Political, Religious, Social, and Theoretical. Spindler (1955 and 1963) noted a shift in the American culture from traditional to emergent values. He identified as traditional values such attitudes toward elders,

family, work, individualism, and future time orientation as have characterized Puritan morality. He observed emerging attitudes toward moral relativism, social concern, conformity, and present time orientation. In 1957, Getzels noted the stability at that time of sacred values and the transformation of secular values. Thurstone (1959) developed a rationale for the measurement of values. Childs (1950) challenged the schools to assume a moral task: the education of a generation equipped to undertake the patterns for a new civilization. Further, he observed that a school's curriculum was the most accurate measure or "index to the values of the particular human group that founds the school." (1950, p.7) Carmichael (1969) discussed certain conflicts and gaps in moral, social, political, and economic values. Beglarian (1967) noted a crisis in aesthetic values. Brameld and others (1964), Brubacher (1944), Dahlke (1958), Herr (1965), Raths (1961) and others have considered the state of values in American culture.

B. The Measurement of Values in Certain Populations

Allport, Vernon and Lindzey (1931) developed a forced-choice scale, The Study of Values, based upon the theoretical model of Spranger. This has been the principal instrument for studying values in the past twenty years. The items, however, are quite sophisticated for many high school students and for most students of junior high age or younger. The scale was revised in 1951 and 1960.

Utilizing The Study of Values, Allport and Kramer (1946) found that only one fourth of all young people in their sample developed prejudices after the age of sixteen years. Most prejudices were developed between the ages of six and sixteen, with the highest frequency between the ages of twelve and sixteen. Numerous studies have used The Study of Values in one of its forms, or similar instruments, to examine adolescent traits. The researchers include Battle (1957), Barton (1962, Dilley (1957), and Gordon (1963).

Prince (1957) developed a forced-choice instrument, The Differential Values Inventory (DVI), based on Spindler's theoretical construct. The student using the DVI must choose one of the listed alternative value statements to complete sentences beginning "I ought to . . ." A group of teachers, administrators, and professors from the University of Chicago judged the original items for content validity. Pilot studies were conducted with students with known values characteristics. After refining, the questionnaire yielded a test-retest reliability of +.78. Prince reported additional evidence of content validity based on factor analysis of responses of 1790 California students. The split half reliability (Kuder-Richardson formula) with 827 high school males yielded a reliability coefficient of +.951. Validation studies yielded relatively high negative correlations between traditional and emergent sub-scales, ranging from -.346 to -.636.

Thompson and Carr (1966) completed a comprehensive study utilizing the DVI with approximately four thousand high school students and 371 different teachers of these students. They examined the stability of values over a four year period as related to occupational choices, personal preferences, friendship patterns, teacher-student communications, and certain socio-psychological factors. They found significant stability of values during the four year period and observed that most students apparently acquired their value patterns prior to their high school years. The extensive study depended upon the validity and reliability of the five page paper and pencil group test with mature vocabulary ("opportunities for advancement," "physical punishment," "convictions about right and wrong. . . which influence my thinking," "attain higher positions," etc.) These investigators called for effective ways to assess values of younger students.

Other researchers who have used the Spindler theory as their base are Anderson (1961), Bidwell and others (1963), and Lehman (1962). Goodman (1959) studied values of four year olds: the good, the bad, the interpersonal rights. Hartshorne and May (1928) attempted to measure children's beliefs through encounters with contrived incidents. Swartz (1962) studied value variations in fourth and seventh grade students. Klinger and Veroff (1964) observed that value ordering persists across cultures. Warnath and Fordyce (1961), Moss (1960), Nolan (1963), Perkins (1964), Perrone (1967), Shorr (1953), Super (1965), Santostefano (1962), and Weintraub (in Raths and others 1966) utilized and developed yet other instruments in attempts to measure values. Most of these formal measuring devices have been paper and pencil tests presenting to students opportunities to evaulate the effects of alternative value choices. Students must rely upon their verbal skills to interpret the author's vocabulary and intent.

C. Factors Leading to Values Formation

Duncan (1963) discussed the role of the school in the development and sustenance of values in a democratic society and cited dangers to the nurturing of values. Brown and others (1947) noted the decline in the family's influence in values formation between the ages of ten and sixteen and the increase of outside forces; similar findings were reported by Mathis (1966) and Remmers (1960).

Getzels (1958) noted the impact of both school and society on the values of youth. Florence Kluckhohn (1953) reported upon dominant American values of achievement motivation. Havighurst and others (1946) observed the influence on children's values of adults in prestige positions: teachers, clergy, youth leaders. Jacob (1957) documented changing values in college youth. Jonas (1960)

studied the relationship of certain behaviors of children to their values as determined by their responses to brief "encounter" conversations with their teachers.

D. Techniques and Designs for Including Value Considerations in the Classroom

Raths (1957, 1960, 1963, 1964) cited value clarifying procedures in a discussion of curriculum and of teaching. Raths, Simon, and Harmin (1966) developed a series of teaching designs for eliciting discussion and consideration of values at several age levels in numerous disciplines. Simon and Harmin (1968, 1969) refined certain additional techniques utilizing the Humanities and other subject matter for promoting value commitment.

Buethe (1968) cited components of a "value curriculum" and suggested criteria for evaluating the curriculum. Krathwohl and others (1964) outlined a taxonomy of educational objectives for instruction in the affective domain. Levine (1966) delineated behaviors in values and discussed the school's role in program development to achieve these values; similar report was made by Paschal (1968). Loban, Ryan, and Squire (1969) designed their text to help teachers lead students to confront, examine, evaluate, and act upon values. Rosenthal and Jacobsen (1968) noted the effects of teachers' expectations for pupil behavior upon actual achievement. The researchers found that when teachers revealed their expectations for pupil behavior, those expectations became rather accurate predictions for outcomes.

Each of these studies and discussions has added something to the increasing body of knowledge concerning values and values formation. Yet there has appeared no clear way to record and assess values <u>expressed</u> by students in

non-testing situations; nor has there been a method for recording and assessing values expressed by the schools themselves. This study was initiated to explore rapid and reliable alternative ways for assessing values.

III. Methodology

A. Teachers and Pupils

The investigator utilized in the study student teachers, teachers, principals, curriculum coordinators, and through them, students.

The student teachers under the researcher's direction, their supervising teachers, principals and/or curriculum coordinators, and other volunteer teachers agreed to participate in the preliminary phase of this study on the development and validation of a rubric for recording values. The students in the study were from the classrooms of the student teachers and teachers who represented grade levels of five through twelve in rural, suburban, and city schools. In this preliminary phase of the study, there was an attempt to secure representative groups of teachers and pupils.

B. The Schools

Schools represented were rural (Iowa and Ohio); suburban (Iowa and Ohio); small town (Nebraska); and metropolitan (Iowa, Nevada, Indiana). Each school, through the principal or teacher, submitted a philosophy and objectives (if such were published), along with student and faculty handbooks, schedules, or other such publications. These represented the school's "expressed values."

C. Procedure

In the preliminary phase of the study each of the teachers prepared a unit or series of lessons based upon utopian literature or ideas, or other open-ended value oriented topic. Time for these studies varied from two days to three weeks.

Within the lesson or unit, pupils in the classes were asked to write a composition in class. Assignments for student writing were varied. A few examples follow:

Fifth grade class	"Discuss five wishes you would make for the new President of the United States."
Sixth grade class	"Choose your favorite color and describe how it makes you feel or what it makes you think of."
Seventh grade class	After a discussion of The Sword in the Stone, "Describe your notion of a perfect world."

The study of utopian or anti-utopian novels provided the base for the compositions at all the other grade levels. Eighth grade groups responded to reacing A Connecticut Yankee or Lost Horizon; and ninth grade groups, to Animal Farm or Lord of the Flies. Tenth grade classes read and responded to utopian and anti-utopian novels and stories; and eleventh grade groups, after studying the Federalist Papers outlined their notion of the American dream. Students in the twelfthgrade group had read More's Utopia and one contemporary utopian work before writing their notions of utopia.

Each of the assignments was open ended and revealed the student's values. These were considered the student's "expressed values." All the teachers treated the composition as part of their normal class procedure with no suggestion of a testing situation. The values expressed in the compositions were recorded on the Rubric, discussed below.

D. The Instrument

The Rubric for Expressed Values (REV), developed by the researcher, was based on the theoretical framework of Spindler. Thirty-five of the 56 categories in REV may be used to record values expressed by the students or the schools; eleven categories may be used for summary characteristics. Ten additional categories may be used to record data about the student, the school, and the community. The values and summary characteristics correspond to the Traditional-Emergent categories of Spindler. Statements expressed by students or schools are recorded by tally marks in the appropriate section of the rubric. (Appendix 1)

Validity: The 74 seventh grade students from a school which draws from neighborhoods of both affluence and poverty participated in the validation study. The students took the Differential Values Inventory (Prince, 1957) and a few days later submitted in-class compositions (after a discussion of the film The Lord of the Flies) detailing how they would organize and govern an island given to them and approximately two hundred other people. The values expressed by each student were recorded on REV. The teacher made no reference to the relationship between the compositions and the DVI which he called an idea inventory. The validity coefficient indicates a substantial positive correlation between results on the two measures, both in the principal categories and in the corresponding subscales. These are detailed below.

Reliability: Interscorer reliability was established between the researcher and her two assistants, with a reliability coefficient of +.92. Each of the compositions was scored by two people. The high reliability indicates this procedure will be unnecessary in future studies.

E. Limitations

The investigator acknowledges the limitations of this preliminary study. Several factors which might have jeopardized the validity of the study follow:

Testing: (1) A student may express only those values in his writing which he feels will elicit the kind of response he wishes to receive from the teacher; however, this tendency is not so likely as in formal testing situations. (2) An open-ended composition--even one as conducive to eliciting values as the utopian compositions--gives only a sampling of the values a student might express. (3) Pupils with low verbal competencies have difficulty in expressing many ideas or values in writing in a given class hour.

Selection: Within the confines of reasonableness for this preliminary study, classes were identified in the Midwest. Whether or not these are representative of other groups was not a concern in this study.

Instrumentation: The categories of the DVI represent traditional and emergent values of the Fifties. New categories may need to be included in the instrument.

Several other factors, however, should support the validity of the study.

History: All of the compositions from all of the schools were collected from students within a period of two months.

Maturation: Although the administration of the DVI and the writing of the compositions in the validating group were separated by five school days, there were no unusual events nor indications that major changes in the pupils' values had occurred.

Reactive effects of testing: These effects were not in evidence because each teacher handled the class compositions as a routine writing assignment.

IV. Results and Discussion

A. Validation of the Rubric for Expressed Values (REV)

Responses from 74 students in the seventh grade classes in a suburban school on the Differential Values Inventory and the data from their compositions as recorded on REV were subjected to analysis. Coefficients of correlation between DVI and REV were calculated for corresponding subscales and major scales and are reported below in Table 1.

Table 1. Correlation between Corresponding Scales of DVI and REV with the Selected Seventh Grade Classes (n=74)

Scales	Correlation Coefficient
Puritan Morality	.525***
Work Success	.429***
Individualistic Concern	.329***
Future Time Orientation	.324***
Total TRADITIONAL values	.671***
Moral Relativism	-.016
Sociability	.323*
Concern for Others	-.022
Conformity	.086
Present Time Orientation	.410***
Total EMERGENT values	.584***

*significant at the .05 level
**significant at the .01 level
***significant at the .001 level

Substantial positive correlations appeared for both major categories, Traditional (.671) and Emergent (.584). Subscales in the Traditional values of REV showed positive correlations with comparable subscales on DVI. Subscales of the Emergent values, however, showed little correlation except in Sociability and Present Time Orientation. The correlation coefficients indicate that there are similarities between the responses students make on the two instruments; but they also indicate that there are differences in the way the two scales picture students' value systems. Even though substantial correlations exist, one may still note that the structure or hierarchy of values is described in a different manner on the two instruments.

In responding to items on the DVI, the student must make choices between values appearing on the instrument--values he is prompted to consider. In free composition, however, he may reveal what he believes without the stimulus of a prompt. He has more possibilities for expressing his own ideas in the flexible format of open-ended composition.

The nature of the different responses is detailed in Table 2.

Table 2. Percentages of Total Numbers of Responses Falling into Each Category on DVI and REV

Traditional	% DVI	% REV	Emergent	% DVI	% REV
Pur. Mor. Male	14	16	Moral Rel. Male	18	4
Female	13	21	Female	11	11
Total	13	18	Total	11	7
Work Success Male	4	16	Sociability Male	11	12
Female	10	14	Female	13	12
Total	12	15	Total	12	12
Individuality Male	6	15	Conformity Male	3	2
Female	5	16	Female	4	3
Total	7	16	Total	4	3
			Conc. for Others Male	3	2
			Female	3	3
			Total	4	2
Fut. Time Male	17	3	Present Time Male	14	30
Female	15	3	Female	24	15
Total	16	3	Total	21	21
Tot. TRAD. Male	51	51	Tot. EMER. Male	49	50
Female	45	54	Female	55	44
Total	48	52	Total	52	48

Although the total group percentages on DVI and REV show reversal patterns (48% Traditional DVI, 52% Traditional REV), these differences are not statistically significant.

Several categories on the two instruments reveal quite similar percentages of student responses: e.g., Work Success, Sociability, Conformity, and Present Time Orientation. Marked differences appeared, however, in the categories of Individualistic Concern, Future Time Orientation, and the Male and Female scores on Present Time Orientation.

The reader may note other differences between the responses of the males and females recorded on these measures. These differences suggest areas for further study with larger numbers of students.

B. Students in the Representative Groups, Grades 5 through 12

1. Summary Values Expressed and Recorded: A total of 347 students from rural, suburban, small town and urban areas ranging from grades five through twelve submitted essays through their teachers. The values expressed in the open-ended compositions were recorded on REV. The mean numbers of values stated in each principal category by males, females, and total group are recorded in Table 3. The table also records the numbers in each group, the standard deviations and the ranges in each group and subgroup.

Table 3. Summary Characteristics of Groups

grade		n (347)	Derived from Number of Values Expresssed: TRADITIONAL Mean	TRADITIONAL S.D.	TRADITIONAL Range	EMERGENT Mean	EMERGENT S.D.	EMERGENT Range
5 rural Ia.	M	14	1.00	1.11	3	1.86	1.51	4
	F	13	.384	.51	1	2.08	.95	3
	T	27	.70	.91	3	1.96	1.25	4
6 urban Ind.	M	7	2.71	2.14	5	2.57	1.27	4
	F	11	3.30	3.37	10	2.36	1.43	4
	T	18	3.05	2.86	10	2.44	1.33	4
7 suburb Ohio	M	47	2.91	2.45	8	2.89	2.37	11
	F	27	3.48	2.73	11	2.74	2.51	9
	T	74	3.12	2.55	11	2.84	2.40	11
7 urban Ia.	M	30	3.20	2.34	10	3.56	2.60	12
	F	29	4.00	3.02	15	5.03	3.77	15
	T	59	3.58	2.60	15	4.28	3.20	15
8 town Neb.	M	19	2.61	2.09	8	1.57	1.12	4
	F	25	3.04	1.86	6	1.28	1.24	5
	T	44	2.86	1.94	8	1.41	1.19	5
9 rural Ia	M	33	3.03	2.80	11	2.63	2.22	8
	F	23	3.87	2.56	10	3.00	2.39	12
	T	56	3.38	2.71	11	2.79	2.28	12
10 sub. Ia.	M	20	4.05	1.90	8	3.15	1.63	6
	F	15	4.13	2.90	0	4.87	2.20	8
	T	35	4.09	2.34	9	3.89	2.05	9
11 rural Ia.	M	6	5.17	4.62	13	5.83	2.79	7
	F	9	8.00	4.95	14	6.11	1.36	5
	T	15	6.87	4.87	15	6.00	1.96	7
12 urb. Nev.	M	9	4.00	3.71	9	3.56	2.30	7
	F	11	6.45	3.98	13	3.27	2.15	7
	T	20	5.35	3.96	15	3.40	2.16	8

2. Some Observations:

(a) The seventh grade groups in the two states responded differently, with the relatively few girls in the suburban group expressing enough

traditional values to weigh the total group into that category. The urban seventh graders expressed more emergent values than traditional values.

(b) The youngest pupils (5th graders) from a rural school expressed, almost uniformly, emergent values.

(c) The only other groups expressing predominantly emergent values were the tenth grade suburban Iowa girls and the eleventh grade rural Iowa boys.

(d) The twelfth grade urban Nevada students--whom the researcher and her assistants felt might have expressed the most emergent values--actually expressed strong traditional views.

(e) No definite pattern emerged in these groups which would give credence to truisms about rural conservatism and urban or suburban liberalism in value structures.

(f) Eleventh and twelfth grade students expressed the greatest number of values in class compositions, with the fifth grade pupils expressing the fewest. The greatest homogeneity in numbers of values expressed appeared at the fifth, sixth, and eighth grades. These results could be associated with the nature of the assignments given and of the age of the pupils.

These data are presented primarily to note that the REV can accomodate values expressed by pupils of several age groups. These patterns of responses were characteristic of these groups at a particular time. The data should not be construed as descriptive of other similar groups.

3. Competence, Creativity, Sex, and Grade Point Averages and Values Expresssed. The investigagor wondered whether or not there were significant correlations between values expressed and variables such as competency in

writing and creativity in expressing ideas in writing, or grade point averages. Factors of competency in writing and creativity in expressing ideas were judged on five-point scales by the scorers after study, discussion, and practice in making these judgments.

The variables of competency, creativity, sex, and grade point averages were recorded for the pilot group (seventh grade suburban) and were correlated with the values expressed. These appear in Table 4.

Table 4. Correlation between Four Variables and Values Expressed by Seventh Grade Suburban Classes (n = 74)

	Traditional values	Emergent Values
Competency in writing	-.043	-.052
Creativity in expression	.260	-.178
Sex	-.178	.03
Grade point average	.087	-.067

There appeared to be little relationship between the values expressed by this group of students and factors of competency in writing, creativity in expression, sex, or grade point averages.

IV. Summary and Conclusions

The investigator sought to devise a rapid, valid, and reliable way to record and classify values held by pupils and schools. She hoped to avoid weaknesses inherent in the customary paper and pencil tests with their limitations on pupils of low verbal skills and the possibilities for some pupils to fake on psychological tests and inventories.

This research used compositions produced in normal classroom situations and utilized trained assistants to record and classify those values expressed.

These values from free compositions recorded on the Rubric for Expressed Values showed substantial correlation with values assessed on the Differential Values Inventory, yet indications were present that the two instruments did indeed assess value structures somewhat differently.

There were no significant correlations found between values expressed and other variables such as competency in writing, creativity of expression, sex, or grade point average.

Further research and study are needed in several areas: (1) The rubric itself needs to have incorporated within it additional values categories to correspond to new social behaviors observed in society and to eliminate present ambiguities. (2) A study based on taped interviews and compared with responses on free composition and DVI would further validate the rubric. (3) Normative studies utilizing many more students and schools from diverse kinds of communities and even nations could be conducted. (4) Longitudinal studies should be conducted to determine (a) at what ages students' values are least constant; and (b) at what ages their values are most stable. (5) Studies utilizing REV with oral and/or nonverbal expressions of younger or less articulate students would give a broader understanding of values held by these children. These could be accomplished through the use of a videotape recorder. (6) Improved methods of assessing a school's values need to be devised in order that a school's values may be compared with those of the students. It would be helpful to educators in designing appropriate curriculum materials to know whether or not the school's and community's values were reflected in the values of the students at the several grade levels. (7) If methods of assessing a community's values could be developed,

studies relating students' values to those of the school, the teacher, the community, and the home could be conducted.

The data from this study and from those proposed have and may continue to have implications for educators, parents, and all those concerned with the values of youth and of their schools.

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Appendix I

RUBRIC FOR EXPRESSED VALUES (REV)

School_____ Pupil_____

Teacher_____ Grade in school_____

Age of pupil_____ GPA_____

Father's occupation_____ Mother's occupation_____

Competent expression (0-4)_____ Creative expression (0-4)_____

PURITAN MORALITY_____

practices/strives for thrift, (or) practicality_____

admires/respects elders, family_____

expresses patriotism_____

respects/strives for self restraint_____

professes faith in God_____

subscribes to rigid code of behavior/ feels guilt in deviating from above_____

WORK SUCCESS_____

respects hard work (physical/mental)_____

believes hard work brings success, victory_____

spurns resting on past glory_____

INDIVIDUALISTIC CONCERN_____

believes in individual & worth of self as individual_____

believes in individual's rights/freedoms & symbols of these_____

believes individual more important than group_____

promotes originality/sanctions egocentricity_____

enjoys solutude/nature/individual pursuits & activities_____

pursues aesthetic activities_____

FUTURE TIME ORIENTATION_____

believes future most important consideration_____

postpones present needs for future_____

MORAL RELATIVISM_____

rejects absolutes_____

expresses belief in no God_____

believes in situation ethics_____

sanctions expediency--even to disregard for rights of others_____

SOCIABILITY_____

values other people/all kinds_____

likes being with other people_____

believes success dependent upon whom one knows_____

suspects loners/solitary activities_____

CONSIDERATION FOR OTHERS_____

sensitive to others and their feelings_____

works for welfare of others_____

demonstrates concern for others_____

GROUP CONFORMITY

tolerates divergent points of view if group harmony not violated_____

scorns egocentricity/sanctions "new eccentricity"_____

disdains opinions of those outside group_____

PRESENT TIME ORIENTATION_____

fears death_____

content with present_____

gratifies selfish whims_____

indulges self hedonistically_____

TRADITIONAL VALUES_____ EMERGENT VALUES_____

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*Adapted from values in theoretical construct of Spranger

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